DOCUMENT RESUME

ED 177 181 TM 009 601

TITLE	Assessment of Reading Growth, Level (Age) 9, and Level (Age) 13: Teachers/Administrators Manual.
INSTITUTION	Drier Educational Systems, Inc., Highland Park, N.J.
PUB DATE	79
NOTE	17p.; Contains tests
AVAILABLE FROM	Jamestown Publishers, P.O. Box 6743, Providence, Rhode Island 02940 (manual and 30 tests, $4.95)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary Education; Grade 3; Grade 7; *Multiple Choice Tests; National Norms; *Reading Achievement; *Reading Comprehension; *Reading Tests; Scoring; Student Testing; Test Interpretation
IDENTIFIERS	*National Assessment of Educational Progress

ABSTRACT

The reading comprehension tests, one for nine-year-olds usually in grade 3 and one for thirteen-year-olds usually in grade 7, were developed from released items on the National Assessment of Educational Progress. The tests were constructed to assess student achievement against a national norm, by comparing individual student scores to the national average or to the average for inner city, medium city, or suburban students. The multiple-choice tests are used to measure literal and inferential comprehension and are partly criterion referenced. (The level 9 test contains 36 items, while the level 13 test contains 36 items. Administration and scoring instructions, as well as an answer key are included.) (MH)

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ASSESSMENT OF READING
FOR LEVEL (AGE) 9 AND LEVEL (AGE) 13
Teachers/Administrators Manual

ED177181

BACKGROUND:

These two tests for 9 year olds who are usually in Grade 3 and 13 year olds who are usually in Grade 7 are developed from released items on the National Assessment of Educational Progress. The purpose of the tests is to provide educators with an idea of how well students are doing compared to a national norm. On the level 9 test, there are eighteen items which might be thought of as measuring literal comprehension, the ability to glean facts, organization and main ideas from stories. There are also eighteen items which might be considered inferential comprehension, the ability to infer from passages and to combine information. On the level 13 test, there are eighteen literal items and eighteen inferential items.

ADMINISTRATION:

Following are the administration times for the two tests:

Level 9 — 50 minutes Level 13 — 50 minutes

The test may be administered in two sittings. If this is desired, have students stop on the following items at the following times:

Literal, Level 9: Items 1-18 — 21 minutes **Literal, Level 13:** Items 1-18 — 23 minutes
Inferential, Level 9: Items 19-36 — 29 minutes **Inferential, Level 13:** Items 19-36 — 27 minutes

Read the directions below with the students and then tell them to begin:

On the following pages are a number of stories and questions about the stories. You are to read each story carefully and then fill in the space next to the *best* answer to the question. You may look back at a story if it helps you answer the question. Don't rush, but don't waste time, either.

SCORING:

The correct answers for all items are given in the key on the next page. The Assessment of Reading tests give two kinds of norming information based on the 1974 nation-wide administration of the National Assessment of Educational Progress.

1. They give you item by item average scores. For example, Item 1 for 9 year olds was passed by 91.6 percent of all the 9 year olds in the national sample. Hence if a student failed that item he would do worse than 9 out of 10 students in that age group.
2. These tests give a Literal Comprehension percent score based on the first 18 items and they give you an Inferential Comprehension percent score based on the second 18 items.

You can get the percent correct by entering the Raw Score (number correct) in the Conversion Table (see over).

INTERPRETATION:

The percent correct for any student (or any class average or any school average) can be compared to the National Average or the average for Inner City, Medium City or Suburban students (or schools) by using the Graph (see over).

Relative strengths in reading skill areas can be seen by looking at the scoring key which gives the type of questions such as Main Idea, Facts, etc.

These tests are partly criterion referenced or content referenced because they give you the actual skills tested *and* they give you an interesting type of norming. They are not normed in the usual standardized test manner (grade levels and percentiles) but they are normed in a manner which provides a reference point or average for the nation and different types of school settings. It might be more fair for example to compare inner city children with other inner city children or suburban children (or schools) with other suburban schools. These tests also give averages for each item so they can be much more diagnostic than the usual standardized test.

These tests allow the teacher or administrator to compare their students with the nation on the exact items used in the National Assessment of Educational Progress. The National Assessment uses many of the top educational and measurement specialists in the country and is often used as a model for statewide and other testing programs.

TM 009 601

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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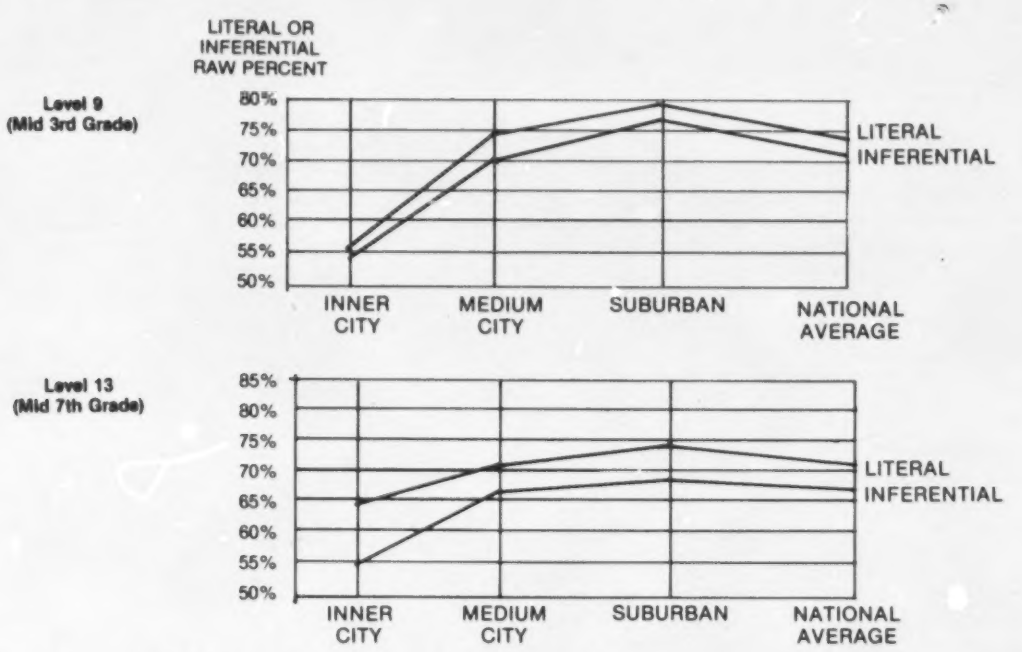
INTERPRETATION OF RESULTS:

Apply the scoring grid to each test in order to grade it. Then the percentage that each student got correct can be compared to the national averages below.



In examining the results, keep in mind that this is a subsample of the National Assessment items, intended for educators to get an **idea** of how well students, classes and schools compare to national norms. No two children or school districts are identical, and one should be cautious about making statements concerning the efficacy of instruction or about individual student growth based on a single administration of an instrument.

ANSWER KEY

Level 9

LITERAL COMPREHENSION

	Correct Response	Percent of Success for 9 Year Olds (National Norms)
UNDERSTANDING WORDS (VOCABULARY)		
1.	b	91.6%
2.	a	88.1%
3.	b	85.3%
4.	b	92.6%
REFERENCE		
5.	a	48.4%
6.	c	57.4%
7.	c	73.3%
8.	d	62.5%
FACTS		
9.	b	32.5%
10.	d	78.7%
11.	d	72.2%
12.	d	85.7%
MAIN IDEA AND ORGANIZATION		
13.	d	64.5%
14.	d	83.4%
15.	d	79.7%
16.	e	83.7%
17.	c	65.5%
18.	d	74.9%

INFERENTIAL COMPREHENSION

	Correct Response	Percent of Success for 9 Year Olds (National Norms)
DRAWING INFERENCES		
19.	d	83.4%
20.	a	74.7%
21.	c	74.9%
22.	b	86.0%
23.	b	62.6%
24.	b	84.2%
25.	d	83.1%
26.	d	75.2%
27.	c	66.9%
28.	c	77.7%
29.	c	60.4%
CRITICAL READING		
30.	e	72.5%
31.	b	80.6%
32.	b	49.5%
33.	b	28.5%
34.	c	75.3%
35.	a	75.2%
36.	d	70.2%

Level 13

LITERAL COMPREHENSION

	Correct Response	Percent of Success for 13 Year Olds (National Norms)
VOCABULARY		
1.	b	76.1%
2.	c	91.9%
WRITTEN DIRECTIONS		
3.	c	66.2%
4.	c	66.1%
5.	c	73.7%
6.	c	92.4%
REFERENCE		
7.	a	67.9%
8.	a	26.3%
9.	b	94.9%
10.	d	60.3%
FACTS		
11.	c	69.0%
12.	b	64.3%
13.	d	90.1%
14.	c	75.5%
MAIN IDEA AND ORGANIZATION		
15.	b	53.7%
16.	a. 5 b. 1 c. 3 d. 2 e. 4	82.9% (correct order)
17.	c	88.0%
18.	d	42.8%

INFERENTIAL COMPREHENSION

	Correct Response	Percent of Success for 13 Year Olds (National Norms)
INFERENCES		
19.	b	84.1%
20.	b	85.5%
21.	d	92.7%
22.	c	83.1%
23.	e	49.4%
24.	e	72.4%
25.	c	79.1%
26.	b	35.2%
27.	e	55.3%
28.	d	60.2%
29.	c	54.6%
CRITICAL READING		
30.	b	84.4%
31.	a	89.8%
32.	b	56.2%
33.	c	24.0%
34.	d	29.8%
35.	b	50.3%
36.	b	46.0%

CONVERSION TABLE

RAW SCORE	PERCENT CORRECT
1	5.6%
2	11.1%
3	16.7%
4	22.2%
5	27.8%
6	33.3%
7	38.9%
8	44.4%
9	50.0%
10	55.6%
11	61.1%
12	66.7%
13	72.2%
14	77.8%
15	83.3%
16	88.9%
17	94.4%
18	100.0%

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ASSESSMENT OF READING GROWTH

LEVEL 9

Your Name_____ Grade_____

Teacher's Name or Class_____ School_____

Date_____

	Raw Score	Percent
Literal Comprehension: Items 1-18	_____	_____
Inferential Comprension: Items 19-36	_____	_____

On the following pages are a number of stories and questions about the stories. You are to read each story carefully and then fill in the space next to the *best* answer to the question. You may look back at a story if it helps you answer the question. Don't rush, but don't waste time, either.

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1. Read the sentences and do what they tell you to do.

a. ☐ If you have EVER visited the Moon, fill in the box here.
b. ☐ If you have NEVER visited the Moon, fill in the box here.

2. Complete the sentence with the words that make the MOST sense.

The boy wanted

a. ☐ a new ball.
b. ☐ under dinner.
c. ☐ rode his bike.
d. ☐ to the circus.
e. ☐ stopped raining.
f. ☐ I don't know.

3. People who run zoos sometimes put signs on animal cages to tell what the animals are like or where they come from. If you went to a zoo and saw these four signs on different cages, which one would tell you that there is a dangerous animal inside the cage? Fill in the box beside the correct sign.

a. ☐ Inside this cage is one of the smallest animals found in America.

b. ☐ Inside this cage is an extremely ferocious animal.

c. ☐ Inside this cage is an animal that sleeps all the time.

d. ☐ Inside this cage is a rare type of eagle—one of the few left in the world.

e. ☐ I don't know.

4. A compound word is a word which is made by joining two words together. Fill in the box beside the compound word.

a. ☐ ACROBAT
b. ☐ CLASSROOM
c. ☐ SEPARATE
d. ☐ SUMMER
e. ☐ I don't know.

5. What is the BEST way to find out if there is something about Eskimos in a book?

a. ☐ Look in the index.
b. ☐ Look in the glossary.
c. ☐ Look at the title page.
d. ☐ Look through all the pages.
e. ☐ Skim through the introduction.
f. ☐ I don't know.

6. Read the question and fill in the box beside the correct answer.

If you had to tell your class about windmills, which of these would be the BEST book to use?

a. ☐ An atlas
b. ☐ A dictionary
c. ☐ An encyclopedia
d. ☐ The Yellow Pages in the telephone book
e. ☐ I don't know.

7. Read the question and fill in the box beside the correct answer.

If you like books which are NOT about people, which one of the following would you read?

a. ☐ "The Jazz Man"
b ☐ "Johnny Tremaine"
c. ☐ "All about Elephants"
d. ☐ "Who's in Charge of Lincoln?"
e. ☐ I don't know.

8. You want to call Mr. Jones on the telephone. You look in the telephone book for his number. You would find it between which names?

a. ☐ Jackson and Jacobs
b. ☐ Jacobs and James
c. ☐ James and Johnson
d. ☐ Johnson and Judson
e. ☐ Judson and Justus
f. ☐ I don't know.

9. Read the story and answer the question which follows it.

The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins — what could they be? What do they want? Whom have they come to haunt? Beware. . .

What does the author compare the moon to?

a. ☐ Clouds
b. ☐ A flashlight
c. ☐ Ghosts
d. ☐ Shadows
e. ☐ The wind
f. ☐ I don't know.

10. Read the story and answer the question which follows it.

The thing that Silky the Spider hated most was rain. Whenever it rained, his mother would take a big bar of soap and scrub him all over. Then the rain would wash all the dirt and soap away. That didn't make Silky happy because he really liked dirt.

Which one of these sentences tells BEST how Silky felt about rain?

a. ☐ Silky liked the rain.
b. ☐ Silky thought rain was fun.
c. ☐ Silky was happy when it rained.
d. ☐ Silky didn't like the rain at all.
e. ☐ I don't know.

11. Read the story and answer the question which follows it.

Of all the things to eat in the world, Silky the Spider liked bean soup the best. He could eat a whole riverful of bean soup. The trouble was that bean soup was hard to find, especially for a spider, so Silky used to knock on door after door asking whoever opened the door if he had any bean soup for sale. One day, a woman named Mrs. Bean opened her door. When Silky found out her name, he gulped her right down. Boy, did he have a pain in his stomach after that!

How did Silky feel about bean soup?

a. ☐ Silky hated bean soup.
b. ☐ Silky couldn't stand bean soup.
c. ☐ Silky never thought about bean soup.
d. ☐ Silky thought bean soup was delicious.
e ☐ I don't know.

12. Read the story and complete the sentence which follows it.

The wind pushed the boat farther and farther out to sea. It started to rain and the fog grew thick. The boy and his father were lost at sea.

The weather was

a. ☐ calm.
b. ☐ dry.
c. ☐ sunny.
d. ☐ wet.
e. ☐ I don't know.

13. Read the story and answer the question which follows it.

One day Amos the Ant took his lunch to the park. He sat under a tree and started to eat. Then some children came over. Amos gave them some food. It was a fine day for a picnic.

What did Amos do FIRST in the story?

a. ☐ He had a picnic.
b. ☐ He ate his lunch.
c. ☐ He climbed a tree.
d. ☐ He went to the park.
e. ☐ He found some children.
f. ☐ I don't know.

14. Read the story and answer the question which follows it.

The wind pushed the boat farther and farther out to sea. It started to rain and the fog grew thick. The boy and his father were lost at sea.

What happened FIRST in the story?

a. ☐ It became foggy.
b. ☐ It started to rain.
c. ☐ The boat turned over.
d. ☐ The boat went out to sea.
e. ☐ I don't know.

15. Read the passage and answer the question which follows it.

Colorado has many mountains. Colorado has more than 1,000 peaks two miles high. Gold was discovered in Colorado in 1859. A total of 54 of the 69 highest mountains in the United States are in Colorado.

Which words tell what this passage is MAINLY about?

a. ☐ Fish in Colorado
b. ☐ Hunting in Colorado
c. ☐ Mining in Colorado
d. ☐ Mountains in Colorado
e. ☐ I don't know.

16. Read the passage and answer the question which follows it.

A sports car differs from an ordinary passenger car in that its size and number of accessories are limited. The sports car also differs from the ordinary passenger car in performance. It can attain higher speeds because it is built smaller and lower. For these reasons it can also turn corners faster and more smoothly than a passenger car. Also a sports car generally gets better gas mileage than an ordinary passenger car.

What does the writer tell you about sports cars?

a. ☐ Prices
b. ☐ Colors and styles
c. ☐ Places to buy them
d. ☐ Number of people they hold
e. ☐ How sports cars differ from passenger cars
f. ☐ I don't know.

17. Read the two stories and answer the question which follows them.

Story 1

A handsome prince was riding his horse in the woods. He saw a dragon chasing a beautiful princess. The prince killed the dragon. The prince and the princess were then married.

Story 2

Mary was taking a boat ride on a lake. The boat tipped over. Mary was about to drown when a young man jumped in the lake and saved her.

If Story 2 ends like Story 1, what would happen next in Story 2?

a. ☐ A prince would kill a dragon.
b. ☐ The young man would become a prince.
c. ☐ Mary and the young man would get married.
d. ☐ The king would give the young man some money.
e. ☐ I don't know.

18. Read the story and complete the sentence which follows it.

The wind pushed the boat farther and farther out to sea. It started to rain and the fog grew thick. The boy and his father were lost at sea.

This story is MAINLY about

a. ☐ the wind.
b. ☐ fun at the seashore.
c. ☐ a ride in a new car.
d. ☐ a stormy day at sea.
e. ☐ I don't know.

19. Read the story and answer the question which follows it.

The wind pushed the boat farther and farther out to sea. It started to rain and the fog grew thick. The boy and his father were lost at sea.

What could help the boy and his father now?

a. ☐ Thicker fog
b. ☐ A television
c. ☐ Some fishing poles
d. ☐ Someone to rescue them
e. ☐ I don't know.

20. Read the story and answer the question which follows it.

Silky the Spider used to spin his web from one side of the block to the other. Sometimes he would spin his web across a street. One day when he did that he caught three cars, two trucks, and one poor old horse.

Which one of these sentences tells BEST what Silky's web was like?

a. ☐ Silky's web was very big.
b. ☐ Silky's web was not strong.
c. ☐ Silky's web was quite small.
d. ☐ Silky's web was red and green.
e. ☐ I don't know.

21. This is like a game to see if you can tell what the nonsense word in the paragraph stands for. The nonsense word is just a silly word for something that you know very well. Read the paragraph and see if you can tell what the underlined nonsense word stands for.

Most people have two *cags*. You use your *cags* to hold things when you eat or brush your teeth. Some people write with their left *cag*, and some people write with their right *cag*.

Cags are probably

a. ☐ eyes.
b. ☐ feet.
c. ☐ hands.
d. ☐ pencils.
e. ☐ I don't know.

22. Read the story and answer the question which follows it.

The wind pushed the boat farther and farther out to sea. It started to rain and the fog grew thick. The boy and his father were lost at sea.

At least how many people were in the boat?

a. ☐ One
b. ☐ Two
c. ☐ Three
d. ☐ Four
e. ☐ Five
f. ☐ I don't know.

23. Read the story and answer the question which follows it.

Sammy got to school ten minutes after the school bell had rung. He was breathing hard and had a black eye. His face was dirty and scratched. One leg of his pants was torn.

Tommy was late to school, too; however, he was only five minutes late. Like Sammy, he was breathing hard, but he was happy and smiling.

Sammy and Tommy had been fighting.

Who probably won?

a. ☐ Sammy
b. ☐ Tommy
c. ☐ Cannot tell from the story
d. ☐ I don't know.

24. Read the story and answer the question which follows it.

Christmas was only a few days away. The wind was strong and cold. The walks were covered with snow. The downtown streets were crowded with people. Their faces were hidden by many packages as they went in one store after another. They all tried to move faster as they looked at the clock.

What were the people in the story probably wearing?

a. ☐ Skates and skis
b. ☐ Coats and boots
c. ☐ Shorts and sneakers
d. ☐ Raincoats and umbrellas
e. ☐ Bathing suits and sandals
f. ☐ I don't know.

25. This is like a game to see if you can tell what the nonsense word in the paragraph stands for. The nonsense word is just a silly word for something that you know very well. Read the paragraph and see if you can tell what the underlined nonsense word stands for.

You can wash your face and hands in *zup*. You can even take a bath in it. When people swim, they are in the *zup*. Everyone drinks *zup*.

Zup is probably

a. ☐ milk.
b. ☐ pop.
c. ☐ soap.
d. ☐ water.
e. ☐ I don't know.

26. Read the story and answer the question which follows it.

One day Amos the Ant took his lunch to the park. He sat down under a tree and started to eat. Then some children came over. Amos gave them each a sandwich. It was a fine day for a picnic.

How do you know this story is make-believe?

a. ☐ Ants don't eat.
b. ☐ Ants aren't in parks.
c. ☐ Ants eat lunch at home.
d. ☐ Ants don't give people food.
e. ☐ Children are afraid of ants.
f. ☐ I don't know.

27. Read the story and answer the question which follows it.

Christmas was only a few days away. The wind was strong and cold. The walks were covered with snow. The downtown streets were crowded with people. Their faces were hidden by many packages as they went in one store after another. They all tried to move faster as they looked at the clock.

What were most of the people probably doing?

a. ☐ Window-shopping
b. ☐ Waiting for a bus
c. ☐ Last-minute shopping
d. ☐ Looking at decorations
e. ☐ Talking to Santa Claus
f. ☐ I don't know.

28. Read the story and answer the question which follows it.

Silky was not like most spiders. He didn't like to eat flies. He just liked to play with them. He especially liked to play tag. Whenever he would catch a fly, he would say, "You're 'it,'" and then run away. The trouble was that the flies were so scared they wouldn't chase Silky. They just flew away.

Which one of these sentences tells BEST how Silky felt about flies?

a. ☐ Silky thought flies were dirty.
b. ☐ Silky thought flies were terrible.
c. ☐ Silky thought flies were good playmates.
d. ☐ Silky thought flies were very good to eat.
e. ☐ I don't know.

Read the story and answer the question which follows it.

Christmas was only a few days away. The wind was strong and cold. The sidewalks were covered with snow. The downtown streets were crowded with people. Their faces were hidden by many packages as they went in one store after another. They all tried to move faster as they looked at the clock.

When did the story probably happen?

a. ☐ November 28
b. ☐ December 1
c. ☐ December 21
d. ☐ December 25
e. ☐ December 28
f. ☐ I don't know.

30. Read the story and answer the question which follows it.

The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins — what could they be? What do they want? Whom have they come to haunt? Beware. . .

Which group of words tells how something sounds?

a. ☐ Cast shadows
b. ☐ Pale yellow moon
c. ☐ Blinking flashlight
d. ☐ Nearly leafless trees
e. ☐ Wind whistled woefully
f. ☐ I don't know.

31. Read the story and complete the sentence which follows it.

The wind whistled woefully as it wound its way though the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins — what could they be? What do they want? Whom have they come to haunt? Beware. . .

The mood or feeling of this story is

a. ☐ amusing.
b. ☐ frightening.
c. ☐ gay.
d. ☐ ridiculous.
e. ☐ sad.
f. ☐ I don't know.

32. Read the story and answer the question which follows it.

The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins — what could they be? What do they want? Whom have they come to haunt? Beware. . .

Why did the writer use the questions at the end of the paragraph?

a. ☐ To amuse you.
b. ☐ To help add mystery.
c. ☐ He wants you to answer them.
d. ☐ He wants you to find out who asked them.
e. ☐ To tell you they were asked by the ghosts.
f. ☐ I don't know.

33. You will be asked to figure out the meaning of a word from the way it is used in this poem. Read the poem carefully and answer the question below.

AUTO WRECK

1 Its quick soft silver bell beating, beating,
2 And down the dark one ruby flare
3 Pulsing out red light like an artery,
4 The ambulance at top speed floating down
5 Past beacons and illuminated clocks
6 Wings in a heavy curve, dips down,
7 And brakes speed entering the crowd.
8 The doors leap open, emptying light;
9 Stretchers are laid out, the mangled lifted
10 And stowed into the little hospital.
11 Then the bell, breaking the hush, tolls once,
12 And the ambulance with its terrible cargo
13 Rocking, slightly rocking, moves away,
14 As the doors, an afterthought, are closed.

What does the word "Wings" in Line 6 mean in the context of this poem?

a. ☐ Flies
b. ☐ Turns
c. ☐ Parts of a building
d. ☐ The forelimbs of a bird
e. ☐ I don't know.

34. Read the story about a fish and answer the question which follows it.

Once there was a fish named Big Eyes who was tired of swimming. He wanted to get out of the water and walk like other animals do, so one day without telling anyone he just jumped out of the water, put on his shoes, and took a long walk around the park.

What do you think the person who wrote this story was trying to do?

a. ☐ Tell you what fish are like
b. ☐ Tell you that fish wear shoes
c. ☐ Tell you a funny story about a fish
d. ☐ Tell you that fish don't like to swim
e. ☐ I don't know.

35. If you listen carefully to what a person says, you can usually tell a lot about him. Sometimes you can tell how he feels.

Read the passage and complete the sentence which follows it.

"I'll be glad when this TV show is over. I like stories about spies, not this one about cowboys and Indians. I get to pick the next show."

The person who said this

a. ☐ likes spy stories.
b. ☐ doesn't like TV at all.
c. ☐ doesn't care what TV show is on.
d. ☐ likes stories about cowboys and Indians.
e. ☐ I don't know.

Read the sentence and answer the question which follows it.

The wind whistled and wailed as it wound through the nearly leafless trees.

36. Which pair of words BEST suggests the sound of the wind blowing?

a. ☐ The - wind
b. ☐ Wound - way
c. ☐ Nearly - leafless
d. ☐ Whistled - wailed
e. ☐ I don't know.

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ASSESSMENT OF READING GROWTH

LEVEL 13

Your Name_____ Grade_____

Teacher's Name or Class_____ School_____

Date_____

	Raw Score	Percent
Literal Comprehension: Items 1-18	_____	_____
Inferential Comprension: Items 19-36	_____	_____

On the following pages are a number of stories and questions about the stories. You are to read each story carefully and then fill in the space next to the *best* answer to the question. You may look back at a story if it helps you answer the question. Don't rush, but don't waste time, either.

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TM009 601

1. Read the sentence and fill in the box beside the group of words which tells what the sentence means.

"I *certainly* won't miss that movie."

a. ☐ I like that movie.
b. ☐ I'm going to that movie.
c. ☐ I'm not going to that movie.
d. ☐ I hope I'll see that movie, but I don't know if I can.
e. ☐ I didn't see that movie, although it was here all fall.
f. ☐ I don't know.

2. Which of the following asks a question?

a. ☐ Already the has answer given been
b. ☐ Been the answer already given has
c. ☐ Has the answer already been given
d. ☐ Has the given already answer been
e. ☐ The answer has been given already
f. ☐ I don't know.

Here is a recipe for making muffins. Read the recipe and answer the questions which follow it.

ENGLISH MUFFINS

Reprinted from Better Homes and Gardens Bread Cookbook

1 package active dry yeast
½ cup warm water
1 ½ cups milk, scalded
2 tablespoons sugar
2 teaspoons salt
¼ cup shortening
5 ¾ to 6 cups sifted all-purpose flour

Soften yeast in water. Combine next 4 ingredients; cool to lukewarm. Stir in 2 *cups* flour; beat well. Add yeast; mix. Add enough of remaining flour to make a moderately stiff dough. Turn out on a lightly floured surface; knead till smooth (8 to 10 minutes). Place in lightly greased bowl, turning dough once. Cover; let rise till double (1 ¼ hours).

Punch down; cover and let rest 10 minutes. Roll to slightly less than ½ inch thick on lightly floured surface. Cut with a 3-inch round cutter. (Reroll edges.) Cover and let rise till very light (1 ¼ hours). Bake on top of range on medium hot greased griddle, turn frequently till done, about 30 minutes. Cool thoroughly. Split with fork, toast on both sides. Serve at once. Makes 2 dozen.

3. How long does it take to bake English muffins on top of range?

a. ☐ 8-10 minutes
b. ☐ Exactly 10 minutes
c. ☐ About 30 minutes
d. ☐ 1 ¼ hours
e. ☐ More than 3 hours
f. ☐ I don't know.

4. How are these English muffins cooked?

a. ☐ They are fried in butter.
b. ☐ They are baked in the oven.
c. ☐ They are baked on a griddle.
d. ☐ They are deep-fried in hot fat.
e. ☐ I don't know.

Read the directions from a can of insecticide spray and answer the questions which follow them.

ABC BUG SPRAY

Kills - Spiders, roaches, ants, and most other crawling insects.

Directions: Spray surfaces over which insects may crawl; doorways, window ledges, cracks, etc. Hold can approximately 10 inches from surface. Do not use near uncovered foods or small children.

Toxic.

5. Which of the following will probably NOT be killed by the spray?

a. ☐ Ants
b. ☐ Caterpillars
c. ☐ Flies
d. ☐ Roaches
e. ☐ Spiders
f. ☐ I don't know.

6. How far from surface to be sprayed should you hold the can?

a. ☐ 2 inches
b. ☐ 6 inches
c. ☐ 10 inches
d. ☐ 1 foot
e. ☐ 2 feet
f. ☐ I don't know.

7. What is the BEST way to find out if there is something about Eskimos in a book?

a. ☐ Look in the index.
b. ☐ Look in the glossary.
c. ☐ Look at the title page.
d. ☐ Look through all the pages.
e. ☐ Skim through the introduction.
f. ☐ I don't know.

Read the table of contents from a weekly news magazine and answer the questions which follow it.

Art	54
Books	82
Business	71
Cinema	81
Education	38
Law	52
Medicine	59
Music	46

People	37
National	11
Press	66
Science	51
Sports	60
Television	45
Theater	64
World	24

8. Under what heading would you look to locate the reviews of a current movie?

a. ☐ Cinema
b. ☐ Business
c. ☐ Theater
d. ☐ Television
e. ☐ I don't know.

9. On which page would you find science news?

a. ☐ 37
b. ☐ 51
c. ☐ 64
d. ☐ 81
e. ☐ I don't know.

10. Which article would you be MOST likely to find in this magazine?

a. ☐ "The Life of Lou Gehrig"
b. ☐ "How to Become a Golf Expert"
c. ☐ "A History of Baseball in America"
d. ☐ "Outstanding Sports Events of the Week"
e. ☐ I don't know.

11. Read the passage and answer the question which follows it.

A sports car differs from an ordinary passenger car in that its size and number of accessories are limited. The sports car also differs from the ordinary passenger car in performance. It can attain higher speeds because it is built smaller and lower. For these reasons it can also turn corners faster and more smoothly than a passenger car. A sports car also generally gets better gas mileage than an ordinary passenger car.

Which of these is the reason that a sports car can turn a corner more easily than passenger cars?

a. ☐ Compact size and disc brakes
b. ☐ Coil suspension and power steering
c. ☐ Small size and low center of gravity
d. ☐ Great length and minimum of accessories
e. ☐ Road-gripping lines and heavy shock absorbers
f. ☐ I don't know.

12. Read the story and answer the question which follows it.

The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins — what could they be? What do they want? Whom have they come to haunt? Beware. . .

What does the author compare the moon to?

a. ☐ Clouds
b. ☐ A flashlight
c. ☐ Ghosts
d. ☐ Shadows
e. ☐ The wind
f. ☐ I don't know.

Read the passage and answer the questions which follow it.

It should come as no surprise to learn that 9 out of 10 Americans are in debt. In fact, 5 out of 10 are heavily in debt. How heavily, is borne out by government statistics which show that income has increased 50% - while debts have increased 110%!!

Putting statistics into their proper perspective: paying off the car, the home, the groceries, the doctors and even the children's education is now a way of life for over a hundred million Americans. Very few of us could get by if we had to pay cash when we buy. Keeping up with the Joneses is made easier for us by easy payment plans, easy-to-acquire charge cards, easy-to-borrow bank loans.

13. According to the article, how many Americans are in debt?

a. ☐ 50%
b. ☐ 2 out of 3
c. ☐ 4 out of 5
d. ☐ 9 out of 10
e. ☐ I don't know.

14. According to government statistics, how much has income increased?

a. ☐ 5%
b. ☐ 10%
c. ☐ 50%
d. ☐ 75%
e. ☐ 110%
f. ☐ I don't know.

15. Read the story that starts below and continues at the top of page 4. Then complete the sentence that follows it.

Almost seven hundred years ago, King Edward of England bought 450 Easter eggs painted gold and other bright colors. He paid about 18 cents for all of them. Prices have gone way up since then. Easter eggs have been made not only from real eggs. Some of the most beautiful were fancy oval-

shaped objects of silver and enamel, colorful stones or glass. Many had ribbons, beads, or feathers on them. Some of the tastiest looking eggs could not be fried or boiled. They were made of chocolate or of sugar-filled candy. During the 19th century, candy eggs with a window at one end and tiny scenes inside were given as gifts. In England messages and dates were written on the eggs, and in Scotland children were given hard-boiled eggs as toys on Easter Sunday.

The title which tells the MOST about this story is

a. ☐ "Painted Easter Eggs".
b. ☐ "Easter Eggs in the Past".
c. ☐ "Easter Eggs in Scotland".
d. ☐ "Easter Eggs in King Edward's Day".
e. ☐ I don't know.

16. Number the events in the order in which they would happen at a baseball game. Place a 1 on the line beside the event that would happen first. Continue to number the events in the order in which they would happen at a baseball game.

a. ____ The final score was Yankees 5, Red Sox 4.
b. ____ The home team was taking the field for the start of the game.
c. ____ The people in the stands stood for the seventh inning stretch.
d. ____ The crowd cheered as the third out in the fourth inning was made.
e. ____ The Yankee outfielder slid into home plate, tying the ballgame in the ninth inning.
f. ☐ I don't know.

17. Read the two stories and answer the question which follows them.

Story 1

A handsome prince was riding his horse in the woods. He saw a dragon chasing a beautiful princess. The prince killed the dragon. The prince and the princess were then married.

Story 2

Mary was taking a boat ride on a lake. The boat tipped over. Mary was about to drown when a young man jumped in the lake and saved her.

If Story 2 ends like Story 1, what would happen next in Story 2?

a. ☐ A prince would kill a dragon.
b. ☐ The young man would become a prince.
c. ☐ Mary and the young man would get married.
d. ☐ The king would give the young man some money.
e. ☐ I don't know.

18. Read the passage and complete the sentence which follows it.

Scarlet fever begins with fever, chills, headache and sore throat. A doctor diagnoses the illness as scarlet fever when a characteristic rash erupts on the skin. This rash appears on the neck and chest in three to five days after the onset of the illness and spreads rapidly over the body. Sometimes the skin on the palms of the hands and soles of the feet shreds in flakes. Scarlet fever is usually treated with penicillin and, in severe cases, a convalescent serum. The disease may be accompanied by infectious inflammation of the heart.

Immediately after the passage discusses the use of penicillin to treat scarlet fever, it tells about

a. ☐ the symptoms of scarlet fever.
b. ☐ the lasting consequences of the disease.
c. ☐ the hands and feet of people with scarlet fever.
d. ☐ the other diseases that accompany scarlet fever.
e. ☐ I don't know.

19. Read the passage and answer the question which follows it.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When she was two years old, she lost her sight and hearing as the result of an illness. In 1886 she became the pupil of Anne Sullivan, who taught Helen to "see" with her finger-tips, to "hear" with her feet and hands, and to communicate with other people. Miss Sullivan succeeded in arousing Helen's curiosity and interest by spelling the names of objects into her hand. At the end of three years Helen had mastered both the manual and the braille alphabet and could read and write.

When did Helen Keller lose her sight and hearing?

a. ☐ 1880
b. ☐ 1882
c. ☐ 1886
d. ☐ 1890
e. ☐ 1900
f. ☐ I don't know.

20. Read the story and answer the question which follows it.

Sammy got to school ten minutes after the school bell had rung. He was breathing hard and had a black eye. His face was dirty and scratched. One leg of his pants was torn.

Tommy was late to school, too; however, he was only five minutes late. Like Sammy, he was breathing hard, but he was happy and smiling.

Sammy and Tommy had been fighting.

Who probably won?

a. ☐ Sammy
b. ☐ Tommy
c. ☐ Cannot tell from the story
d. ☐ I don't know.

21. This is like a game to see if you can tell what the nonsense word in the paragraph stands for. The nonsense word is just a silly word for something that you know very well. Read the paragraph and see if you can tell what the underlined nonsense word stands for.

You can wash your face and hands in *zup*. You can even take a bath in it. When people swim, they are in the *zup*. Everyone drinks *zup*.

Zup is probably

a ☐ milk.
b. ☐ pop.
c. ☐ soap.
d. ☐ water.
e. ☐ I don't know.

22. Read the story and answer the question which follows it.

Christmas was only a few days away. The wind was strong and cold. The sidewalks were covered with snow. The downtown streets were crowded with people. Their faces were hidden by many packages as they went in one store after another. They all tried to move faster as they looked at the clock.

When did the story probably happen?

a. ☐ November 28
b. ☐ December 1
c. ☐ December 21
d. ☐ December 25
e. ☐ December 28
f. ☐ I don't know.

Read the passage and answer the questions which follow it.

One spring Farmer Brown had an unusually good field of wheat. Whenever he saw any birds in this field, he got his gun and shot as many of them as he could. In the middle of the summer he found that the insects had multiplied very fast. What Farmer Brown did not understand was this: A bird is not simply an animal that eats food the farmer may want for himself. Instead, it is one of many links in the complex surroundings, or environment, in which we live.

How much grain a farmer can raise on an acre of ground depends on many factors. All of these factors can be divided into two big groups. Such things as the richness of the soil, the amount of rainfall, the amount of sunlight, and the temperature belong together in one of the groups. This group may be called *non-living factors*. The second group may be called *living factors*. The living factors in any plant's environment are animals and other plants. Wheat, for example, may be damaged by wheat rust, a tiny plant that feeds on wheat; or it may be eaten by plant-eating animals such as birds or grasshoppers. . .

It is easy to see that the relations of plants and animals to their environment are very complex, and that any change in the environment is likely to bring about a whole series of changes.

23. What does the passage suggest a good farmer should understand about nature?

a. ☐ Insects are harmful to plants.
b. ☐ Birds are not harmful to plants.
c. ☐ Wheat may be damaged by both animals and other plants.
d. ☐ The amount of wheat he can raise depends on two factors: birds and insects.
e. ☐ A change in one factor of plants' surroundings may cause other factors to change.
f. ☐ I don't know.

24. What important idea about nature does the writer want us to understand?

a. ☐ Farmer Brown was worried about the heavy rainfall.
b. ☐ Nobody needs to have such destructive birds around.
c. ☐ Farmer Brown didn't want the temperature to change.
d. ☐ All insects need not only wheat rust but grasshoppers.
e. ☐ All living things are dependent on other living things.
f. ☐ I don't know.

25. Read the passage and answer the question which follows it.

"For a 12-year-old, I've been around a lot because my father's in the Army. I have been to New York and to Paris. When I was nine, my parents took me to Rome. I didn't like Europe very much because the people don't speak the same language I do. When I am older my mother says I can travel by myself. I think I will like that. Ever since I was 13 I have wanted to go to Canada."

Why can't everything this person said be true?

a. ☐ 12-year-olds can't travel alone.
b. ☐ No one can travel that much in 12 years.
c. ☐ There is a conflict in the ages used in the passages.
d. ☐ I don't know.

26. Read the passage and answer the question which follows it.

I

Skiing has recently become one of the more popular sports in the United States. Because of its popularity, thousands of winter vacationers are flying north rather than south. In many areas, reservations are required months ahead of time.

II

I discovered the accommodation shortage through an unfortunate experience. On a sunny Saturday morning I set out from Denver for the beckoning slopes of Aspen, Colorado. After passing signs for other ski areas, I finally reached my destination. Naturally I lost no time in heading for the nearest tow. After a stimulating afternoon of miscalculated stem turns I was finished. Well, one thing led to another and it must have been eight o'clock before I concerned myself with a bed for my bruised and aching bones.

III

It took precisely one phone call to ascertain the lack of lodging in the Aspen area. I had but one recourse. My auto and I started the treacherous jaunt over the pass and back towards Denver. Along the way, I went begging for a bed. Finally a jolly tavernkeeper took pity and for only thirty dollars a night allowed me the privilege of staying in a musty, dirty, bathless room above his tavern.

The author's love for skiing is suggested in which paragraph(s)?

a. ☐ I
b. ☐ II
c. ☐ III
d. ☐ I and II
e. ☐ None of the paragraphs
f. ☐ I don't know.

27. Read the passage and complete the sentence which follows it.

Art says that the polar ice cap is melting at the rate of 3% per year. Bert says that this isn't true because the polar ice cap is really melting at the rate of 7% per year.

We know for CERTAIN that

a. ☐ Art is wrong.
b. ☐ Bert is wrong.
c. ☐ They are both wrong.
d. ☐ They both might be right.
e. ☐ They can't both be right.
f. ☐ I don't know.

Read the story below so that you can answer the questions on the next page.

Suburbanites are not irresponsible. Indeed, what is striking about the young couples' march along the abyss is the earnestness and precision with which they go about it. They are extremely budget-conscious. They can rattle off most of their monthly payments down to the last penny; one might say that even their impulse buying is deliberately planned. They are conscientious in meeting obligations, and rarely do they fall delinquent in their accounts.

They are exponents of what could be called *budgetism*. This does not mean that they actually keep formal budgets—quite the contrary. The beauty of budgetism is that one doesn't have to keep a budget at all. It's done automatically. In the new middle-class rhythm of life, obligations are homogenized, for the overriding aim is to have oneself precommitted to regular, unvarying monthly payments on all the major items.

Americans used to be divided into three sizable groups: those who thought of money obligations in terms of the week, of the month, and of the year. Many people remain at both ends of the scale, but with the widening of the middle class, the mortgage payments are firmly geared to a thirty-day cycle, and any dissonant peaks and valleys are anathema. Just as young couples are now paying winter fuel bills in equal monthly fractions through the year, so they seek to spread out all the other heavy seasonal obligations they can anticipate. If vendors will not oblige by accepting equal monthly installments, the purchasers will smooth out the loan themselves by floating loans.

It is, suburbanites cheerfully explain, a matter of psychology. They don't trust themselves. In self-entrapment is security. They try to budget so tightly that there are no unappropriated funds, for they know these would burn a hole in their pocket. Not merely out of greed for goods, then, do they commit themselves; it is protection they want, too. And though it would be extreme to say that they go into debt to be secure, carefully charted debt does give them a certain peace of mind—and in suburbia this is more coveted than luxury itself.

28. What is the "abyss" along which the young couples are marching?

a. ☐ Nuclear war
b. ☐ Unemployment
c. ☐ Mental breakdown
d. ☐ Financial disaster
e. ☐ Catastrophic illness
f. ☐ I don't know.

29. What conclusion does the author reach concerning carefully charted debt among young couples in the United States today?

a. ☐ It is a symbol of love.
b. ☐ It brings marital happiness.
c. ☐ It helps them to feel secure.
d. ☐ It enables them to acquire wealth.
e. ☐ It provides them with material goods.
f. ☐ I don't know.

30. Read the story and complete the sentence which follows it.

The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins—what could they be? What do they want? Whom have they come to haunt? Beware . . .

The mood or feeling of this story is

a. ☐ amusing.
b. ☐ frightening.
c. ☐ gay.
d. ☐ ridiculous.
e. ☐ sad.
f. ☐ I don't know.

31. If you listen carefully to what a person says, you can usually tell a lot about him. Sometimes you can tell how he feels.

Read the passage and complete the sentence which follows it.

"I'll be glad when this TV show is over. I like stories about spies, not this one about cowboys and Indians. I get to pick the next show."

The person who said this

a. ☐ likes spy stories.
b. ☐ doesn't like TV at all.
c. ☐ doesn't care what TV show is on.
d. ☐ likes stories about cowboys and Indians.
e. ☐ I don't know.

32. Read the passage and answer the question which follows it.

Johnny told Billy that he could make it rain any time he wanted to by stepping on a spider. Billy said he couldn't. Johnny stepped on a spider. That night it rained. The next day Johnny told Billy, "That proves I can make it rain any time I want to."

Was Johnny right?

a. ☐ Yes
b. ☐ No
c. ☐ Can't tell from the passage
d. ☐ I don't know.

33. Read the poem and answer the questions which follow it.

Fortune and Men's Eyes
Shakespeare

1 When, in disgrace with fortune and men's eyes,
2 I all alone beweep my outcast state,
3 And trouble deaf heaven with my bootless cries,
4 And look upon myself and curse my fate,
5 Wishing me like to one more rich in hope,
6 Featured like him, like him with friends possessed
7 Desiring this man's art, and that man's scope,
8 With what I most enjoy contented least;
9 Yet in these thoughts myself almost despising,
10 Haply I think on thee; and then my state,
11 Like to the lark at break of day arising
12 From sullen earth, sings hymns at heaven's gate;
13 For thy sweet love remembered, such wealth brings
14 That then I scorn to change my state with kings.

In Line 3, "deaf heaven" refers to a

a. ☐ quiet place.
b. ☐ troubled place.
c. ☐ God who does not hear.
d. ☐ Heaven for deaf people.
e. ☐ I don't know.

34. What saves this man from wishing to be different than he is?

a. ☐ "Such wealth brings"
b. ☐ "Hymns at heaven's gate"
c. ☐ "The lark at break of day"
d. ☐ "Thy sweet love remembered"
e. ☐ "Change my state with kings"
f. ☐ I don't know.

Read the poem and answer the questions which follow it.

My body a rounded stone
with a pattern of smooth seams,
My head a short snake,
retractive, protective.
My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
My flesh lives tenderly
inside its home.

35. Which word BEST describes the speaker in the poem?

a. ☐ Confused
b. ☐ Contented
c. ☐ Excited
d. ☐ Restless
e. ☐ Unhappy
f. ☐ I don't know.

36. What is one method the poet uses to attract the reader's interest?

a. ☐ The dramatic outcome
b. ☐ An unusual point of view
c. ☐ Scientific detail about nature
d. ☐ The use of regular rhymes and rhythms
e. ☐ The relationship between the characters
f. ☐ I don't know.

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Level 13, Item #23: *Balance in Nature*, Bertha Morris Parker, published by Harper and Row, 1958, used by permission of the publisher.
Level 13, Item #28: *The Organization Man*, William H. Whyte, Jr., published by Doubleday & Co., 1965, used by permission of the publisher.
Level 13, Item #35: "Living Tenderly" (or lines from) by May Swenson, used by permission of the author © 1963 in "To Mix With Time" by May Swenson.

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